	FY 1989 Comparable	FY 1990 Original Appropriation	FY 1990 Appropriation After Sequester	FY 1991 Administration Request
		(in thousands)		
REHABILITATION SERVICES AND HANDICAPPED RESEARCH				
State grants:				
Vocational rehabilitation state grants	1,450,500	1,550,000	1,528,498	1,597,280
Supported employment state grants	27,227	27,976	27,630	28,790
Client assistance	7,775	8,000	7,901	8,233
Service and demonstration projects:				
Special demonstration program	17,200	32,674	32,269	17,455
Supported employment projects	9,520	10,000	9,876	9,876
Model transition grants	475	—	—	—
Recreational programs	2,620	2,620	2,588	—
Migratory workers	1,100	1,100	1,086	1,086
Projects with industry	17,350	19,000	18,765	18,765
Helen Keller National Center	4,900	5,000	4,938	5,198
Independent living:				
Comprehensive services	12,678	13,100	12,938	13,481
Centers	26,000	27,000	26,666	26,666
Services for older blind	5,700	5,900	5,827	5,827
Training	30,500	31,500	31,110	31,110
National Institute on Disability and Rehabilitation Research	53,525	55,000	54,318	54,318
Technology assistance	5,150	15,000	14,814	20,000
Evaluation	1,000	1,000	988	988
TOTAL	**1,673,220**	**1,804,870**	**1,780,212**	**1,839,073**
VOCATIONAL AND ADULT EDUCATION				
Vocational education:				
New program, proposed legislation	—	—	—	929,675
Basic grants	831,566	862,535	850,734	—
Community-based organizations	8,892	11,000	10,850	—
Consumer and homemaking education	33,118	34,650	34,176	—
State councils	7,904	8,052	7,942	—
National programs	26,005	23,333	23,014	—
Bilingual vocational training	3,771	3,000	2,959	—
Permanent appropriation (Smith-Hughes Act)	7,148	7,148	7,048	7,148
Adult education	162,210	197,970	192,795	238,726
Technology-education demonstrations	—	1,000[6]	988[6]	988
TOTAL	**1,080,614**	**1,148,688**	**1,130,506**	**1,176,537**
STUDENT FINANCIAL ASSISTANCE				
Pell grants	4,483,915	4,871,000	4,804,478	5,277,000[7]
Guaranteed student loans	4,066,828[8]	3,826,314	3,826,314[9]	3,368,336[10]
Supplemental educational opportunity grants	437,972	465,000	458,650	458,650
Work-study	610,097	610,097	601,765	601,765
Income-contingent loans	4,940	10,000	9,863	15,000
Perkins' loans:				
Federal capital contributions	183,507	137,000	135,129	—
Loan cancellations	22,000	22,000	21,700	—
State student incentive grants	71,889	60,000	59,181	—
TOTAL	**9,881,148**	**10,001,411**	**9,917,080**	**9,720,751**
HIGHER-EDUCATION PROGRAMS				
TOTAL	**565,729**	**631,736**	**623,544**	**657,648**
COLLEGE HOUSING AND ACADEMIC FACILITIES LOANS				
TOTAL	**31,315**	**35,129**	**35,129**	**13,449**
EDUCATION RESEARCH AND STATISTICS				
Education research	47,079	56,055	55,502	61,322
Statistics	21,736	25,320	22,655[11]	41,538
National Assessment of Educational Progress (NAEP)	9,386	15,000	17,084[11]	18,866
Evaluation of reform[12]	N/A	N/A	N/A	3,000
Dropout prevention[12]	N/A	N/A	N/A	5,000
Principal training[12]	N/A	N/A	N/A	25,000
Education summit follow-up[12]	N/A	N/A	N/A	20,000
TOTAL	**78,201**	**96,375**	**95,241**	**174,726**
LIBRARIES				
Public libraries:				
Services	81,009	82,505	82,505	—
Construction	22,324	18,900	18,900	—
Interlibrary cooperation	19,102	19,551	19,551	20,372
Library literacy programs	4,730	5,365	5,365	8,365
Training and demonstrations	709	855	855	855
Research libraries	5,675	5,738	5,738	5,738
College library technology	3,651	3,732	3,732	3,732
TOTAL	**137,200**	**136,646**	**136,646**	**39,062**
PAYMENTS TO SPECIAL INSTITUTIONS				
American Printing House for the Blind	5,345	5,740	5,663	5,901
National Technical Institute for the Deaf	33,326	36,553	36,070	37,531
Gallaudet University	65,998	68,600	67,643	74,047
Howard University	178,973	182,446	182,446	185,446
TOTAL	**283,642**	**293,339**	**291,822**	**303,425**[13]
DEPARTMENTAL MANAGEMENT				
Program Administration	250,464	276,946	273,303	331,000
Office for Civil Rights	41,635	45,178	44,572	49,900
Office of the Inspector General	18,619	23,381	23,110	25,800
TOTAL	**310,718**	**345,505**	**340,985**	**406,700**
TOTAL, EDUCATION DEPARTMENT	**$22,801,355**	**$24,422,322**	**$24,166,168**	**$24,954,800**
EARLY-CHILDHOOD PROGRAMS[14]				
Head Start	1,235,000	1,405,000	1,386,315	1,886,315
Comprehensive child-development centers	19,760	25,000	24,668	24,668
JOB TRAINING PARTNERSHIP ACT[15]				
Summer youth programs	709,433	709,433	709,433	699,777
Job corps	741,825	813,689	767,078	808,694
INDIAN EDUCATION[16]				
Bureau of Indian Affairs programs, including B.I.A. schools	268,503	287,384	283,486	313,290
NATIONAL SCIENCE FOUNDATION[17]				
Science and engineering education	171,000	210,000	204,265	251,000
ASBESTOS ABATEMENT[17]				
(Environmental Protection Agency)	47,000	44,700	43,440	—

Continued from Preceding Page

vention programs would increase by 10 percent, to $593 million.

In one of its key proposals, the department requested a $122-million increase in research spending, which includes $53 million for four new initiatives:

- A $25-million program under which prospective elementary- and secondary-school principals would spend a year learning from a successful principal.
- A $20-million appropriation for "education summit follow-up." These funds would allow the department to "track the nation's progress" toward the educational goals to be established by the President and the nation's governors, and to support "any Congressionally approved strategy" for allowing states and school districts to exchange greater flexibility in federal regulations for performance agreements.
- A $3-million effort to evaluate the progress and success of education reform in the states.
- A $5-million program of research on dropout prevention, which would include a new research center.

The department's budget documents say that a proposed $5.8-million boost in its general research budget would allow an increase in the number of research centers to be awarded in an upcoming competition, and fund a new laboratory to serve the Pacific Basin.

Researchers and lawmakers have criticized the department's initial decision to eliminate two existing centers focusing on issues confronting elementary and middle schools and secondary schools. But Christopher Cross, assistant secretary for educational research and improvement, said he would not reveal prior to an official announcement whether the department intends to restore them to the list with the new funds.

The department also proposes to double its spending on the gathering and analysis of education statistics, from $22.3 million to $41.5 million, and increase spending on the National Assessment of Educational Progress by $1.8 million.

Math, Science Programs

The largest increase in the education budget would boost by 70 percent programs to improve mathematics and science education. Grants to states would increase by $94 million, to a total of $220 million.

The National Science Foundation's precollegiate-education programs would also receive a significant boost, from $140 million to $165 million.

The science agency's total budget would increase by 14 percent, while its education spending would grow by 23 percent, to $251 million.

The N.S.F. budget includes $12.5 million for a major new initiative to support states' efforts at systemic school reforms, and an expansion of the agency's partnerships with publishers to develop new materials, focusing on math for middle schools.

Under the new project, the foundation will provide grants to states that are undertaking comprehensive efforts to reform curricula, teacher preparation, school structure and governance, and the allocation of time and resources.

The National Endowment for the Humanities also proposed a new education effort: a $2.5-million program to improve foreign-language instruction at all levels of schooling.

The agency requested $17.9 million for education efforts, including $7 million for precollegiate programs.

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EDUCATION WEEK

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Schools Are Reopened in Selma Amid Continuing Racial Tension

By William Snider

SELMA, ALA.—Dozens of state troopers and National Guardsmen flanked the doorways of this city's schools last week as students returned to classes amid fears that a civil-disobedience campaign demanding equal educational opportunities for blacks would escalate into violence.

But unlike events of 25 years ago that made this town the symbol of a previous generation's civil-rights struggles, few incidents of violence have been linked to the renewed racial strife that has once again drawn the national spotlight here.

Although black students were persuaded to end voluntarily their occupation of Selma High School on Feb. 12, many protesters continued to occupy city hall, hold daily marches, boycott white-owned businesses, and plan a variety of other "direct action" strategies.

Some 164 students were officially withdrawn from the school system last week by their parents, presumably due to fears that the confrontations would become violent.

Ninety-one students who were disciplined on Feb. 14 for staging a "peaceful protest" in the cafeteria of Selma High School will be reassigned to an alternative school, according to Norward Roussell, the district's first black superintendent, who is at the center of the controversy.

A rallying cry of the protesters has been "No contract, no school!"—a reference to the white-majority school board's decision not to renew Mr. Roussell's contract when it expires this June.

Similar moves by majority-white school boards against black superintendents have sparked protests in other districts, but this

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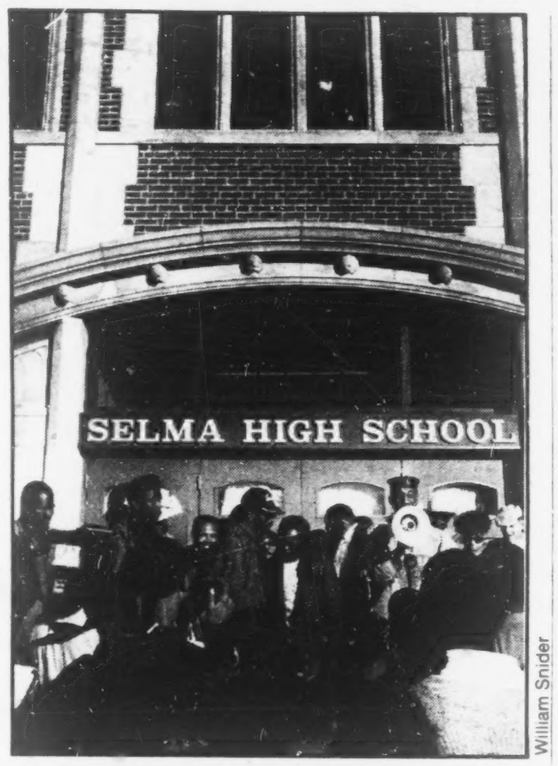

William Snider

Black students occupying Selma High look through windows while protest leaders hold rally on the building's front stairs.

Interior Dept. Sets 4 Objectives for Indian Education

Tribal Leaders Asked To Help Shape Goals

By Peter West

SANTA FE, N.M.—Secretary of the Interior Manuel Lujan Jr. last week laid out a broad framework for improving Indian education and urged tribal leaders gathered here for the first of several planned "mini-summits" on the subject to take a lead role in that enterprise.

"The essential roots of Indian heritage must be implicit in any program of Indian education," Mr. Lujan said. "That is why we seek your participation in establishing and implementing our education priorities."

More than 750 tribal officials and educators from Arizona, New Mexico, and Utah—states accounting for more than half of the 40,000 students enrolled in Bureau of Indian Affairs schools—crowded into the Santa Fe Indian School here for the Southwest Education Summit.

The two-day program of panel discussions and work sessions will be followed by at least one and possibly as many as three other summits to be held in the West in coming months by the B.I.A. or tribes and organizations in cooperation with the B.I.A.

The meetings, Interior Department officials said, are designed to provide forums for Indian leaders to help hone four broad educational initiatives Mr. Lujan has established as priorities for B.I.A. schools.

These will emphasize, according to Secretary Lujan, the following areas: early-childhood education; enhancing teacher recruitment and retention; making "regular school evaluations an inherent part of the educational process"; and broadening the scope of the B.I.A.'s "effective-schools program" to disseminate proven teaching methods throughout the system.

Continued on Page 22

Fiscal Study Finds Northeast's Woes Rolling Southward

By Michael Newman

The economic downturn that is wreaking havoc with state finances and threatening school reforms in the Northeast could be poised to sweep down the Atlantic seaboard.

According to a report released this month by the National Conference of State Legislatures, "the recession that has crippled budgets in the Northeastern states remains regional, but a slowing revenue stream is creating difficulties for most of the mid-Atlantic and Southern states as well."

New York, New Jersey, and every New England state except Connecticut have deficits for the current fiscal year, and 18 other states face possible revenue shortfalls, according to the study, "The State Fiscal Outlook: 1990 and The Coming Decade."

States in the Midwest and the Far West, on the other hand, appear to be on more solid financial ground, it found.

The study noted that slower-than-expected economic growth rates have led to a shortfall in tax revenues in many states.

"Finding funds to meet increasing needs

Continued on Page 18

Task Force Begins Campaign To Highlight Role of School Design on Student Learning

By Debra Viadero

In the half-hour before classes begin each day, the 40 to 50 teachers at Kamariya Middle School in Yokohama, Japan, can usually be found in what is known as the "teacher office."

The room contains a desk, bookshelves, and files for each teacher in the school. And lounge areas adjoining the office are furnished with comfortable furniture and traditional Japanese tea tables.

Such offices are common to a number of schools in Japan. But, to a small but growing group of educators and architects in this country, they represent something more than just an unusual perk for Japanese teachers.

They say such architectural features are at the heart of a new awareness that school buildings do not just house education—they also are part of it.

"What teacher offices, adequate storage facilities, or easy access to copying machines communicate to teachers is a message: 'What you do is important,' " said Harold Hawkins, a professor emeritus of educational administration at Texas A & M University. Teachers who feel better about their job, he contends, do a better job of teaching.

Mr. Hawkins is the founder of the National Interface Task Force, a group of educators, facility planners, and architects who are waging a campaign this year to convince educators that school buildings can have a profound impact on student learning.

By ignoring that concept, members of the group argue, the national movement to reform education has missed an important piece of the learning puzzle.

"For years," said Tony F. Wall, executive

Continued on Page 23

In a Massachusetts School, Fomenting a 'Revolution' in Time

By Robert Rothman

TOPSFIELD, MASS.—Like Nicolaus Copernicus, the Polish astronomer who forced the world to reconsider its view of the universe, Joseph M. Carroll is trying to force educators to change the way they look at time.

The superintendent of the Masconomet Regional School District here has taken a heretical position on the sanctity of the traditional high-school schedule—and drawn the interest of reformers trying to restructure American education.

A pilot project in place here is testing Mr. Carroll's belief that the time schedule that has characterized education for most of this century has also inhibited efforts to improve schooling.

Teachers who see up to 150 students for only 45 minutes each day cannot, Mr. Carroll believes, provide individualized attention or the kind of close student-teacher relationships that enhance learning.

The traditional schedule tends also, he says, to exacerbate the hyperactivity often associated with teenagers, and offers them little opportunity to integrate concepts from separate disciplines.

In place of it, Mr. Carroll proposes assigning students to two 100-minute "macroclasses," as well as an interdisciplinary seminar, each trimester. His proposal, outlined in a recently published book, *The Copernican Plan*, is being pilot-tested at the Masconomet High School.

"The changing of the schedule is primarily designed to establish a situation where it's hard for teachers and students not to get to know each other well in a short time," he explains. "By changing the fundamental way we use time, we create a situation where that can occur. At the same time, you lower class size substantially" and encourage innovative teaching.

"These things," he predicts, "will result in more kids learning better."

Mr. Carroll's ideas have begun to attract the attention of restructuring proponents, who praise him for shattering one of the orthodoxies of American education.

"Everybody regards the division of time as automatically decreed by God almighty," says Harold Howe 2nd, senior lecturer at the Harvard University Gra-

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Also in the news

6 **Anti-Gambling Moves**
Two states tackle a new educational problem in an age of legalized betting.

7 **Drug-Use Declines**
An annual survey of high-school seniors has both negative and positive news.

IN SUMMARY

'Channel One' To Debut
Despite opposition from many educators, "Channel One," Whittle Communications' in-school news show for teenagers, is set to make its national debut March 5 in 400 schools. **Page 4.**

A Twist on Mainstreaming
In an unusual case, two Colorado state agencies are attempting to enroll a profoundly retarded teenager in a local high school against the wishes of the girl's mother. **Page 10.**

Moving Magnets in St. Paul
A plan to house as many as eight elementary-school magnet programs in a refurbished warehouse in the inner city has a number of parents and educators concerned. **Page 13.**

Ungraded Classes
Mississippi would become the first state to mandate the use of ungraded or mixed-age classrooms in elementary schools, under bills approved by both chambers of that state's legislature. **Page 17.**

E.D.'s 'Adopted' School
The seven-year relationship between the Education Department and Amidon Elementary, its "adopted" neighborhood school, has been an enriching experience for both, participants say. **Page 19.**

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CONVENTIONS IN PRINT
An Education Week guide to the annual convention of the American Association of School Administrators in San Francisco, Calif.
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FORUM
The Northeast Common Market for Educators
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ACROSS THE NATION

NATIONAL

Salary Increases for Principals Outpace Inflation, NASSP Says

High-school principals this year are earning an average of $55,722, an increase of 5.2 percent over the last school year, according to a nationwide survey conducted by the National Association of Secondary School Principals.

The survey, released last week during the NASSP annual convention, shows that junior-high and middle-school principals are earning an average of $52,163, while elementary-school principals earn $48,431 a year; each is an increase of 5.5 percent over last year.

The highest-paid senior-high principals earn $88,310, the survey found, while the highest-paid junior-high and middle-school principals earn $87,042. The top-paid elementary principals earn $84,455.

For the fourth consecutive year, principals in the Far West earn the highest salaries. The mideastern section of the country is second and New England third. The lowest salaries are found in the Southwest.

Assistant principals also posted gains. Senior-high assistants earn an average of $46,486, junior-high assistants $44,570, and elementary assistants $40,916, the survey found.

"These salary increases are a clear indication that school boards know the importance of strong leaders in restructuring our schools," Paul W. Hersey, NASSP's director of professional assistance, said in a statement. He noted that while the Consumer Price Index rose 4.8 percent last year, principals' salaries over all rose by more than 5 percent.

The survey is based on data collected by the Educational Research Service from more than 1,000 school districts.

Copies of "Administrative Information Report," order number 1609002, are available for $2 each from NASSP Publication Sales, 1904 Association Drive, Reston, Va. 22091.

STATES

Most Minnesota Students Transfer For Convenience, Survey Shows

Minnesota students who transferred to other school districts this school year under the state's open-enrollment plan were much more likely to do so for convenience than for academic reasons, a state study shows.

The 31-page report, prepared by the research department of the state House, shows that nearly 40 percent of the 1,234 students who gave a reason for transferring said they were doing so either because a school in a neighboring district was closer to home or because it had a day-care program. Twenty percent said they were transferring for academic reasons, and 6 percent said they changed schools for athletic, extracurricular, or social reasons.

Other students sought a better general school environment, and still others were continuing in other districts under agreements that had been reached before open enrollment came into effect.

Students often transfer to meet a need that is not related to academics, said Peggy Hunter, open-enrollment specialist in the education department. And such a reason, she said, "is every bit as important a reason as academics, because the curriculum is not that different from one district to another at this point."

Furthermore, she said, "if what happens as a result of student transfers is that school districts begin to revise their curricula," then this type of choice program is promoting reform.

The survey revealed that student participation in the program is still very limited: less than one-half of 1 percent of the total state K-12 student population is in the program. Furthermore, few districts show much change in enrollment: Only 12 of the 343 participating districts experienced more than a 5 percent change.

The state education department is currently conducting its own three-year study of open-enrollment options.

■ **Approximately one in five North Carolina school systems failed to meet statewide accreditation standards during the trial year of a new program designed to gauge schools' performance,** a state survey shows.

Based on data from the 1988-89 school year, 26 of the state's 134 school districts failed to meet the standards for performance, as measured by such indicators as student test scores, attendance, and dropout rates. An additional five districts failed to meet the "opportunity standards"—criteria for course offerings, class size, food service, and transportation.

"The percentages are about what we thought would occur," said William J. Brown Jr., director of the education department's division of accountability services. He noted that the trial run will benefit school systems if they "begin working on their deficiencies now in order to meet accreditation standards in time for the next survey, which will be for real."

Currently, 25 districts are being reviewed by officials from the department to see whether they meet standards this year, said Mr. Brown, and 25 more will be reviewed each year until all 134 districts have been surveyed.

To be accredited, districts must meet a minimum of 75 percent of the performance and opportunity standards developed by the state board of education.

■ **Mississippi's state universities must take further steps to desegregate, a federal appeals court has ruled.**

By a 2-to-1 vote, the U.S. Court of Appeals for the Fifth Circuit ruled Feb. 6 that "vestiges of de jure segregation permeate the public-university system" of the state. Racial imbalances in state universities have continued, the court said, since 1962, when the University of Mississippi was forced to admit its first black student.

For black students and historically black colleges in the state, the ruling said, "admissions policies, the racial composition of the faculty and administration, funding practices, academic offerings and mission designations all perpetuate a stigma of inferiority."

The appeals court was ruling on a suit brought by black citizens in 1975. The court sent the case back to Federal District Judge Neal B. Biggers Jr., who had dismissed the suit in 1987, and ordered him to develop a plan to desegregate the state's eight public universities.

The state is expected to ask the appeals court to reconsider its ruling. If that fails, state officials say, they may decide to appeal the ruling.

Anita & Steve Shevett

ON FILM—Four Deer River, Minn., teachers are the subject of an upcoming television special. From left, bottom row, Dennis Peterson, Janet Kocak, Yvonne Wilson, and Myrna Peterson will be played by, top row, Dan Butler, Lily Knight, Helen Mendes, and Lindsay Crouse. The syndicated movie "Reaching Out," will depict their efforts to combat racism in their school. The film, sponsored by the "Thanks to Teachers" program for honoring outstanding teachers, is scheduled to air in April.

DISTRICTS

N.Y.C. Schools Not a 'Blackboard Jungle,' Undercover Police Report

Youthful police officers who posed as students for eight months in New York City schools found relatively little drug use or violence, the city's Joint Commission on Integrity in the Public Schools announced last week.

Austin V. Campriello, chief counsel for the commission, said the five officers who attended nine high schools did not find a situation like that depicted in "The Blackboard Jungle," a 1950's movie in which teachers in the city's schools were cowed by tough teenagers.

The commission, which was created in 1988 by the board of education and the Mayor's office, placed officers in schools that school officials and the teachers' union rated as the worst in terms of violence and other serious incidents.

Mr. Campriello said the officers who took part in the unusual operation, which was approved by the board last year, found beer and marijuana use, but not much other substance use in schools, and saw few weapons. There was also no evidence of school-based gang activity, he said.

One officer, however, was threatened by a knife-wielding student, who eventually was transferred to another school. "The situation was much better than we expected," Mr. Campriello said.

■ **Milwaukee officials are developing a plan to guarantee college admission to students who graduate from the city's high schools with at least a C-plus average.**

The so-called Milwaukee Guarantee was announced this month by Mayor John O. Norquist, but few details of the plan have been worked out. The city's effort is the latest in a series of government and business projects nationwide aimed at guaranteeing college access to students who meet prescribed academic goals. Boston, Detroit, and Baltimore, among other cities, have similar programs.

A committee of government, education, business, and labor leaders began meeting last week to start working out the Milwaukee proposal. The Mayor has said he will seek contributions from the business community to avoid a major increase in public spending for the project.

■ **Year-round schooling is not a solution to overcrowding,** the San Diego school board has decided.

Board members voted against further promotion of the concept Feb. 6, less than 24 hours after their counterparts in Los Angeles had voted to endorse a districtwide year-round calendar.

Slightly more than one-quarter of San Diego's 67,000 public-school students currently attend year-round schools. Next fall, four schools will be taken off year-round schedules, and the district will embark on a $2-million program to construct portable classrooms.

The district first began implementing a year-round calendar in 1988 as a response to overcrowding. Board members said they voted to reverse that trend because teachers were dissatisfied with the arrangement.

■ **The Orange County (Fla.) School Board discriminates against minority middle-school students,** an organization of black citizens has charged in a federal suit.

The Committee of Organized Groups filed a class action in U.S. District Court for the Middle District of Florida this month charging that the needs of black and Hispanic children are being neglected.

The suit charges specifically that the district is failing to take black-American dialects into account in its teaching and evaluation, causing many black students to fall behind in their studies.

It asks that the district be required to develop individualized education plans for black middle-school students, who account for 24 percent of the district's 22,000-student middle-school enrollment.

James Schott, superintendent of schools, has argued that writing individual plans for such a large number of students would be costly and cumbersome. Denying the charges of discrimination, he said: "We share everyone's concern and interest in providing quality education for all students."

The district currently evaluates kindergartners and new students up to 3rd grade and places them in classrooms according to their needs, district officials said.

■ **The New York State School Boards Association is suing the state of New York over the creation of a school district to serve handicapped students from a Hasidic Jewish community.**

The Kiryas Joel district was created last year by the legislature as a solution to the problem of educating handicapped children from the strictly Orthodox Jewish sect, whose parents did not want them mingling with students from nearby public schools.

The parents had unsuccessfully sought to have the nearby Monroe-Woodbury school district provide separate special-education services for the approximately 200 handicapped students of the village. The village's other pupils attend private religious schools.

The school-boards association filed suit last month in the state supreme sourt in Albany, saying that the state would violate the First Amendment's establishment clause by allowing a religious group to form its own public school district.

The association also contends the Jewish district violates the state constitution and unlawfully segregates disabled children.

■ **The parents of a 6th-grade student killed in a school-bus accident near Boulder, Colo., last year have settled a suit against the district out of court for $45,000.**

Kevin Swenby, age 11, died, and 21 other Whittier Elementary School students were injured when their bus skidded off a mountain highway while returning from a field trip. Authorities blamed badly adjusted brakes and driver error in the accident.

The award to Paul and Rose Swenby was the maximum amount allowed under state law, school officials said.

The parents of eight other children injured in the accident have notified the Boulder Valley School District that they intend to sue.

Under state law, the district can be liable for a maximum of $400,000 in connection with the incident. The district also paid all medical expenses for the injured children.

DIMENSIONS

Children and Money

Children today are earning more money—and saving more of it—than ever before, according to research by a marketing professor at Texas A&M University.

Dr. James McNeal has conducted surveys of children's income since 1969. His latest survey, of 1,330 children ages 4 to 12 from 1,018 households in the Southwest, was conducted late last year.

Over all, the children surveyed had an average weekly income of $4.42, or $229.84 a year. Of that, they spent an average of $3.07 and saved $1.35 a week, or $159.64 and $70.20, respectively, a year.

In the past, children's rate of savings had been about 15 percent, Dr. McNeal found; today, the figure is closer to 30 percent.

In national terms, Dr. McNeal concluded, that means an annual income of some $8.6 billion a year, an increase of 46 percent over the past five years. Of that figure, children spent $6 billion and saved $2.6 billion.

Four-year-olds had the highest rate of savings (53 percent). The lowest rate was for 7-year-olds (17 percent).

More than half (53 percent) of the children's income came from allowances. The rest came from household tasks (15 percent), gifts from parents (15 percent), work (12 percent), and gifts from others (5 percent).

Age	Income	Expenditures	Savings	Rate of Savings
4	$1.78	$0.83	$0.95	53%
5	1.98	1.31	0.67	34
6	2.71	1.98	0.73	27
7	3.12	2.59	0.53	17
8	3.41	2.66	0.75	22
9	4.83	3.20	1.63	34
10	4.88	3.28	1.60	33
11	7.69	5.05	2.64	34
12	9.83	6.90	2.93	30

UPDATE

■ **Thousands of teachers in Washington State staged one-day walkouts and demonstrations last week to protest Gov. Booth Gardner's decision not to use part of the state's huge budget surplus for teacher pay raises.**

According to the Washington Education Association, which represents the majority of teachers in the state, about 13,000 teachers in 29 school districts in the western part of the state walked off the job on Feb. 13. Another 10,000 staged after-school rallies, parades, and other demonstrations.

Teachers also distributed more than one ton of peanuts in packages bearing the slogan "Good teachers don't work for peanuts."

The controversy over teacher pay raises arose in December after Mr. Gardner unveiled his plans for spending a $611-million budget surplus. *(See Education Week, Jan. 10, 1990.)* Average teacher salaries in the state have dropped from 4th in the nation in 1981 to 21st this year, and teachers contend some of the budget surplus should be used to give them raises.

■ **A Jefferson County, Colo., administrator faces criminal charges for allegedly failing to report a teacher who stands accused of slapping a student.**

Robert M. Lopez, assistant principal of O'Connell Junior High School in Lakewood, is charged with a misdemeanor for not reporting to authorities the abuse allegedly inflicted by Roxanne Snell, an English teacher at the school. Ms. Snell, who has been charged with misdemeanor child abuse, is accused of using more than reasonable force to break up a fight at the school last November.

Mr. Lopez is the sixth educator in the district to be charged under a state law requiring school officials to report suspected child abuse. In November, a grand jury indicted five educators on charges of not reporting the alleged sexual abuse of a student. Since that time, the county social-service agency has been flooded with calls from school employees reporting alleged abuse. *(See Education Week, Feb. 7, 1990.)*

■ **The Cleveland school board has filed suit against the state to win back authority over the district's lawyers.**

Last May, the state invalidated a board requirement that the district's legal department report only to the board, rather than to the district superintendent, Alfred D. Tutela.

Mr. Tutela and the board are embroiled in a long-running dispute over his performance and the general state of affairs in the troubled district, which is under a court order to desegregate its schools. *(See Education Week, Feb. 7, 1990.)*

The board's suit, filed late last month in federal district court in Akron, argues that the state exceeded its authority in allowing the district's lawyers to report to Mr. Tutela. The board and the state are co-defendants in the desegregation case.

It was unclear last week if the suit would affect prospects for a settlement between Mr. Tutela and the board, or increase the possibility of a state takeover of the district.

Never Under the Weather

Given that there's 31 feet of snow on the ground, Superintendent of Schools Harry Rogers can justifiably boast that the weather has not forced him to cancel a single day of classes for the 800 students of the Valdez (Alaska) City Schools.

And although this winter's snowfall is, thus far, just one foot shy of the local record, Mr. Rogers says that in his three years as superintendent in Valdez he remembers only two weather-related closings, including the time that 70 mile-per-hour winds roared down out of the glaciers surrounding the town.

Residents and city services are accustomed to coping with extreme weather, he says. In a "compact town" like Valdez, he notes, children generally live close enough to school that the elements don't often keep them away.

This winter, that held true even when 47 inches of snow fell in 24 hours during the same week that 6 feet of new snow blanketed the community.

Mr. Rogers' biggest headache, he says, has been recruiting workers to shovel snow . . . from the roofs of the district's buildings.

He attributes the labor shortage to a number of factors, including the fact that the town is flush with cash this year, much of it earned by the workers who helped clean up Prince William Sound after the oil tanker Exxon Valdez struck a reef last March and spilled much of her cargo there.

The law of supply and demand has accordingly boosted the hourly rate for snow shoveling to $16.

Mr. Rogers estimates that it may cost as much as $100,000 to keep roofs clear of snow this year, a figure that is two to three times the normal rate.

And leaving the snow to melt in the spring thaw, which could be at least three months away, definitely is not an option.

District officials estimated that, at its peak, the snow was exerting a crushing pressure of approximately 90 pounds per square foot on the flat roofs.

At some point, Mr. Rogers says, "We went from saying, 'We'd better start shoveling', to 'My God, we've got to start shoveling!' " —P.W.

Correction

In the Jan. 17 Dimensions, an incorrect figure was reported for the average starting salary of graduates with a degree in chemical engineering. The estimated average salary is $33,380, a 3 percent increase over the 1989 figure.